

DOCUMENT RESUME

ED 209 979

HE 014 466

TITLE Research into Higher Education: An Overview. R&D for Higher Education, 1981:2.

INSTITUTION National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.

PUB DATE 81

NOTE 19p.

AVAILABLE FROM National Board of Universities and Colleges, R&D Unit, P.O. Box 45501, S-104 30, Stockholm, Sweden.

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Advisory Committees; Cognitive Development; *College Role; Educational Benefits; *Educational Research; Foreign Countries; *Higher Education; Information Dissemination; Learning Processes; *Professional Education; Professional Occupations; Research Projects; *Research Utilization; *Student Development

IDENTIFIERS *Sweden

ABSTRACT

Information on research efforts concerning higher education in Sweden is presented. Questions that have been addressed by the Swedish research program in the past five years have included the long-term social effects of higher education activities, the knowledge traditions of higher education programs, and the conditions of research with and outside the higher education system. Specific topics include: the process by which professional knowledge is acquired in occupations (e.g., economists, engineers, doctors, and psychologists); students' concept formation and knowledge development and the manner in which they acquire attitudes and values concerning what is essential to their professions; changes in cognitive capacity and linguistic proficiency during studies and for a number of years of vocational activity, particularly among teachers, but also among engineers and doctors. The cognitive, human, and social attitudes conveyed by some of the new programs are being analyzed in a number of projects through interviews with teachers, other practitioners, and policy-makers regarding the training of nurses, social workers, and preschool teachers. Additional studies concern the history of ideas with reference to the specialization and professionalization of medical practice, research training in some of the humanities, the properties of research that influence its use outside the higher education system, and decision-making processes regarding the use of research. In addition to research projects, conferences and seminars are conducted, and two special advisory groups provide support for the research program. A list of current research projects and surveys, information on program costs, and the composition of the advisory groups, and a list of conferences and meetings are appended. (SW)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

R & D for Higher Education

INFORMATION ON RESEARCH AND DEVELOPMENT FOR HIGHER EDUCATION

ED209979

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

1981:2

RESEARCH INTO HIGHER EDUCATION AN OVERVIEW

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

National Board of Universities and Colleges

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

PURPOSE

Research into higher education has now been in progress in Sweden as a separate and concerted programme since 1971. Its purpose is to enhance our insight concerning the role of higher education and research in society and our understanding of the conditions in which higher education is best able to accomplish its mission.

The research programme is being continuously pursued within five main fields; see figure 1. Activities comprise conferences and seminars as well as research projects, and they are steered by two special advisory groups, one comprising researchers within the problem areas concerned and one made up of a number of practitioners in higher education.

One of the characteristics of this programme is its relative independence of the higher education policy-making organization; instead it is addressed in more open-ended and general terms to the various interests in higher education, to bearers of tradition and shapers of opinion within the higher education establishment and outside it.

HE 014 466

Problem areas covered by research into higher education

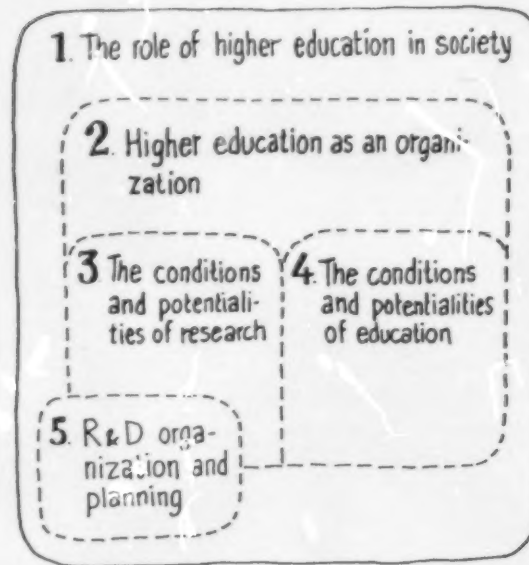


Figure 1

The present overview of the research programme contains various examples of this research together with a brief commentary on working methods. More detailed reviews of the strategy and content of individual research projects and of the books, reports etc which they generate are presented in separate newsletters.

A number of appendices will be found at the end of this newsletter:

- 1) the scope of the research programme and the distribution of money between problem areas and disciplines,
- 2 and 3) a list of current research projects and their breakdown in terms of areas and disciplines,
- 4) the composition of the advisory groups,
- 5, 6 and 7) conferences and problem area meetings held, and their participants, and
- 8) a current list of knowledge and problem surveys under the programme.

EXAMPLES OF CONTENT

Questions which have come to the forefront of the research programme in the past five years have included the long-term social effects of higher education activities, the knowledge traditions of higher education programmes and the conditions of research within the higher education system and outside it.

The first of these questions is currently being studied in two six-year research projects aimed at elucidating the process whereby professional knowledge is acquired. These studies are concerned with education for such different occupations or functions as those of economist, engineer, doctor and psychologist. Consideration is being given to the students' concept formation and knowledge development and to the manner in which they acquire attitudes and values concerning what is essential to their professions and the wider contexts of which their professions form part. In a third project of this type, a study is being made of the changes in cognitive capacity and linguistic proficiency during studies and for a number of years of vocational activity, particularly among teachers, but also among engineers and doctors.

The second question - that concerning knowledge traditions - has been prompted by the fact that the new higher education system presupposes interaction between traditional forms of education and new programmes with partly different ideas concerning the nature of good knowledge and also concerning that of essential knowledge. The cognitive, human and social attitudes conveyed by some of the "new" programmes are therefore being analysed in a number of projects. The documentation for these analyses, which are most immediately concerned with the training of nurses, social workers and pre-school teachers, is being collected by means of interviews of the tradition bearers of these programmes, i.e. both experienced teachers and other practitioners and policy makers who have actively influenced the ideological content and the structure of the study programmes. The idea is for surveys of this kind to contribute among other things towards bringing about a suitably designed knowledge development for these programmes. Another project of this kind is a study in the history of ideas with reference to the specialization and professionalization of medical practice. The main emphasis of this study is on the great tensions and changes of the eighteenth and nineteenth centuries, with the introduction of surgery and the appearance of a new medical role. The definition of problems for consideration in this project will be partly determined by possible parallels to the present-day educational situation and to the current debate on the future role of the medical practitioner.

The third question, concerning the conditions of research within the higher education system and elsewhere, is illustrated here by two current research projects. One of these is concerned with research training in some of the humanities (history, economic history, ethnogeography and political science). The differentiation and contentual development of these disciplines are being analysed over a period of several decades and viewed in relation to the content and effects of research training. The other

project is aimed at elucidating the properties of research which influence its use outside the higher education system, the characteristics of the decision-making process accounting for the use of research, and the ideas concerning research, decision-making processes and research utilization which are manifested in research policy.

WORKING METHODS

The research programme operates on an interdisciplinary basis and is aimed at producing an interaction between perspectives and analytical methods from a large number of social scientific and humanistic disciplines. So far eighty projects (more than half of them now ./. completed) in twelve different disciplines (see Apps. 1-3) have been mounted as part of the programme. So far these projects have generated 24 doctoral theses. Another 20 are in preparation, and most of them should be completed within the next few years.

In many of the disciplines concerned, one or more research groups are being supported for a considerable period of time and through several consecutive projects; at present, for example, this is the case with philosophy, the theory of science, education and political science. Continuity and an in-depth approach of this kind are necessary guarantees of research quality. Another equally necessary guarantee of quality is the close co-operation which has been or is being established between researchers under the programme and the best international research in the field.

As was mentioned by way of introduction, there are two advisory groups associated with the research programme. One of them consists of professors of five of the disciplines involved in the programme, while the other is a group of practitioners or planners comprising vice chancellors and principals in the higher education system and officials from the NBUC (App. 4). ./. The tasks of these advisory groups include evaluation and the definition of priorities concerning the focus of research. Outside researchers are also taking part in the process of priority definition by means of expert statements.

Problem area meetings, i.e. conferences and seminars at which researchers representing various disciplines can discuss things together with higher education ./. practitioners and planners (see Apps. 5-7), are an important part of the research programme - just as important as the various projects. These meetings are important not only as a way of steering activities but also as means of obtaining a good return on them. They serve to bring out differences within and between the groups of researchers and practitioners regarding ways of describing and analysing basic issues concerning higher education. For this reason,

./.

the discussions and the input documentation supplied for them by various research groups etc are continuously reported in special knowledge and problem surveys (App. 8). The new projects in the programme emerge from ongoing research and from the discussions which take place at conferences, seminars and advisory meetings.

Eskil Björklund

1981-06-30

RESEARCH INTO HIGHER EDUCATION

Distribution of the projects between problem areas 1978/79--1981/82
(Skr 1 000)

PROBLEM AREA etc	1978/79	1979/80	1980/81	1981/82
1. The role of higher education in society	360	435	585	713
2. Higher education as an organization	455	540	680	585
3. The conditions and potentialities of research	285	200	90	140
4. The conditions and potentialities of education	215	250	245	182
5. R & D organization and planning	180	160	175	175
Planning of research, conferences, knowledge surveys etc	265	175	225	205
TOTAL	1 760	1 760	2 000	2 000

RESEARCH INTO HIGHER EDUCATION

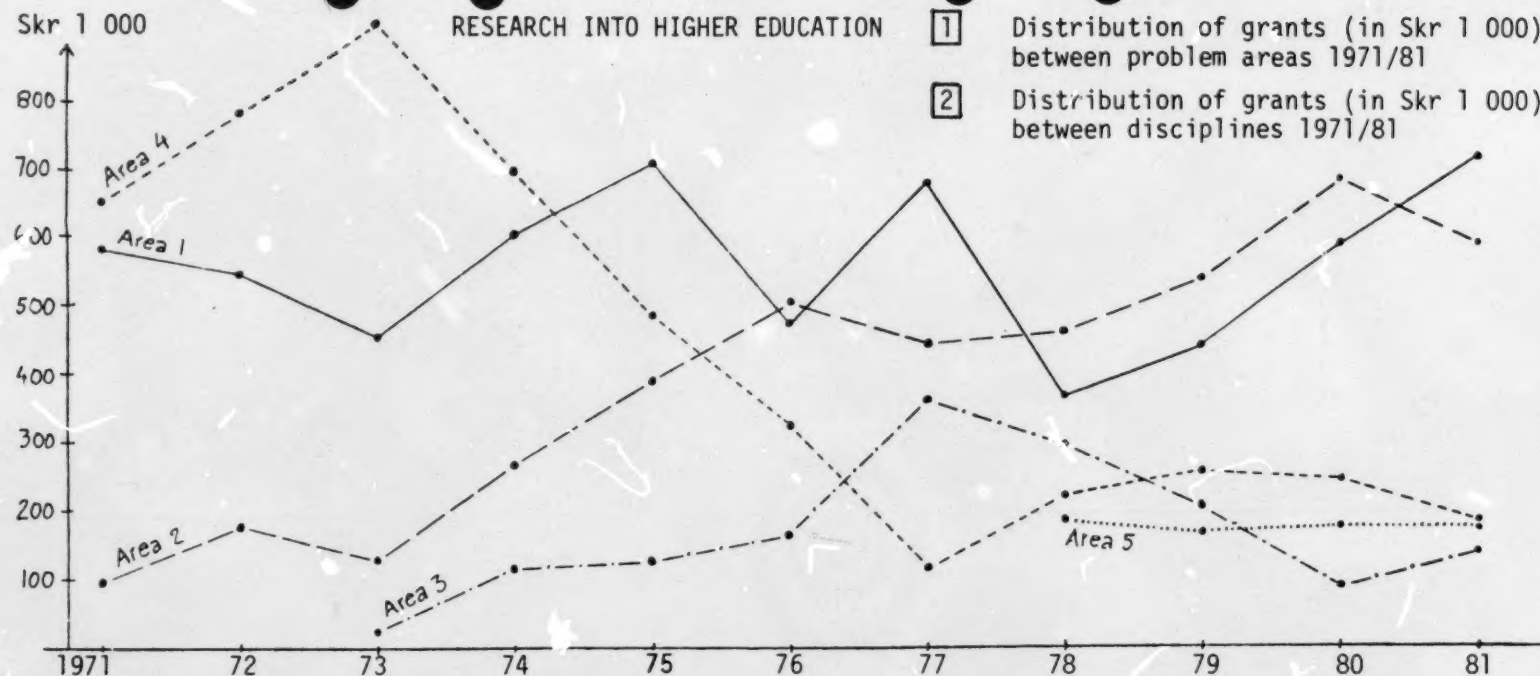
1

Distribution of grants (in Skr 1 000)
between problem areas 1971/81

2

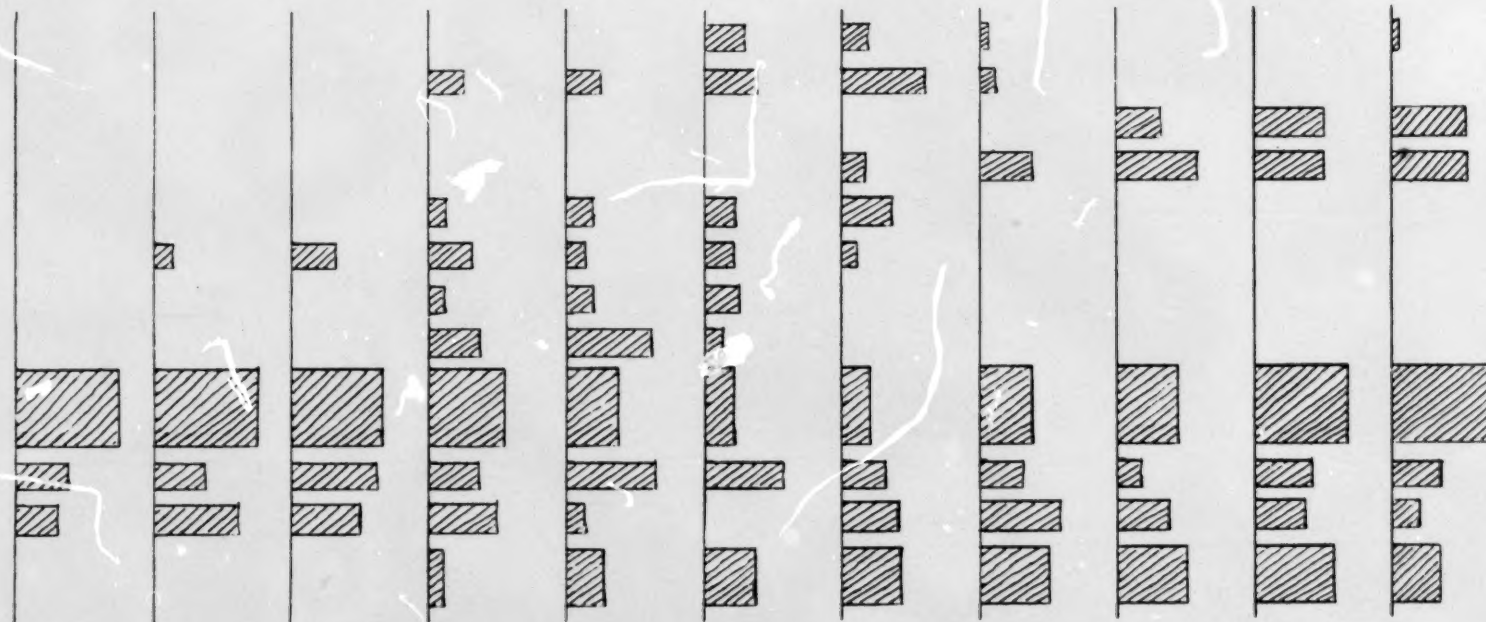
Distribution of grants (in Skr 1 000)
between disciplines 1971/81

1



2

Philosophy
History
History of Ideas
Theory of Science
Economic History
Business Economics
Human Geography
Economics
Education
Psychology
Sociology
Political Science



RESEARCH INTO HIGHER EDUCATION

Current projects

In the following list, "F" indicates that the project will be finished in 1981/82 and "C" that it will be continuing in 1982/83. "R" indicates major research reports appearing in 1981 or 1982, while "D" indicates doctoral theses appearing in 1981 or 1982. References also include the issue numbers of newsletters. "N" refers to newsletters appearing in 1981 or 1982.

Area 1. The role of higher education in society

The role of higher education in the development of the individual (Prof. David Magnusson, Psychology)	F	R		79:3
Aspects of education and the division of labour (Ass. Prof. Bengt Gesser, Sociology)	F	R		N
Education and the labour market (Prof. Lars Werin et al, Economics)	F		D	N
The expansion of the education sector in Sweden during the 20th century (Prof. Lennart Jörberg, Economic History)	F	R	DD	N
The equalizing effects of the educational reforms (Ass. Prof. Ingemar Fägerlind, Education)	F	R		N
Higher education, the labour market, and economic development (Prof. Ingemar Ståhl, Economics)	P l a n n i n g			
Conceptions of reality - a study of cognitive changes in university students (Ass. Prof. Lars Owe Dahlgren, Education)	C	R	D	78:7
Long-term effects of higher education (Ass. Prof. Sigbrit Franke-Wikberg, Education)	C	R	DD	80:3
Long-term effects of education among post-secondary students (Prof. Kjell Härnqvist, Education)	C	R	D	80:4
Working life, education and planning (Bo Lindensjö, research assistant, Political Science)	C	R		N

Area 2. Higher education as an organization

Alternative educational structures in the northern educational region (Ass. Prof. Nils Häggström, Geography)	F		D	N
Production and productivity of Swedish universities (Prof. Ingemar Ståhl, Economics)	F	R	D	N
The university as an organization: system and environment (Ass. Prof. Jan-Erik Lane, Political Science)	F	R		N
Obstacles to innovation within the university organization (Prof. Anders Edström, Business Economics)	F		D	N
A study of the origins of the reform of higher education (Prof. Olof Ruin, Political Science)	F		D	N
A study of the implementation of the reform of higher education (Dr. Yngve Myrman, Political Science)	F	R		N
Problems of management and decision-making in higher education (Prof. Dick Ramström, Business Economics)	F	R		N
Attitudes in higher education. A survey of post-secondary teachers (Ass. Prof. Jan-Erik Lane, Political Science)	F	R		79:5
From cultivation to education: A study of the development of Swedish universities (Dr. Lennart Svensson, Sociology)	F	R		80:9
The process of implementation of higher education reforms (Dr. Ladislav Cerych, Inst. of Education)	F	R		79:4
Ideology, science and society (Prof. Sven-Eric Liedman, History of Ideas)	F	R		80:11
Ideologies of education and research in the health-care sector (Ass. Prof. Aant Elzinga, Theory of Science)	F	R		80:12
Links with research and with working life in sectorized programmes within higher education (Prof. Edmund Dahlström, Sociology)	F	R		30:13
A book on Roskilde University Centre (Jan Annerstedt, Lecturer, Political Science)	F	R		
Knowledge traditions for the training of pre-school teachers (Prof. Ference Marton, Education)	C	R	D	N

Area 3. The conditions and potentialities
of research

The results of research training (Prof. Birgitta Odén, History)	F	R	N	
Researcher roles and the organization of interdisciplinary groups (Ass. Prof. Jan Bärmark, Ass. Prof. Göran Wallén, Theory of Science)	F	R		80:7
Identification and problem-solving style in relation to choice of subject, direc- tion of research and research aptitude (Psychologist Margot Bengtsson, Psycho- logy)	F	R	D	79:11
Research ethics: professionalization or politicization (Dr. Margareta Bertils- son, Sociology)	P l a n n i n g			

Area 4. The conditions and potentialities
of education

Study skill in mechanics (Ass. Prof. Lennart Svensson, Education)	F	R	D	79:9
Study interest (Prof. Lennart Sjöberg, Psychology)	C	R		N
Intellectual maturity as an educational ideal (Prof. Sören Halldén, Philosophy)	C	R		N

Area 5. R & D organization and planning

Practitioners and social scientists - planning and the utilization of social science (Prof. Edmund Dahlström, Soci- ology)	F	R	D	78:5
R & D and public policy-making (Ass. Prof. Björn Wittrock, Political Science)	F	R		80:2
Research policy in Finland, Norway and Sweden (Prof. Olof Ruin, Political Science)	F	R		

RESEARCH INTO HIGHER EDUCATION

Projects by problem areas

	NUMBER OF PROJECTS			DOCTORAL THESES	
	Completed	Continuing	Total	-spring term 81	autumn term 81-
<i>Area 1.</i> The role of higher education in society	14	10	24	7	7
<i>Area 2.</i> Higher education as an organization	5	15	20	7	6
<i>Area 3.</i> The conditions and potentialities of research	5	4	9	1	1
<i>Area 4.</i> The conditions and potentialities of education	21	3	24	9	4
<i>Area 5.</i> R & D organization and planning	-	3	3	-	1
	45	35	80	24	19

Distribution of the projects between disciplines

	STARTING YEAR		Total
	1972-76	1977-81	
Philosophy	-	2	2
History	1	-	1
History of Ideas	-	1	1
Theory of Science	-	3	3
Economic History	1	-	1
Business Economics	3	-	3
Human Geography	2	-	2
Economics	3	1	4
Education	26	7	33
Psychology	5	2	7
Sociology	9	5	14
Political Science	4	5	9
	54	26	80
	(11/year) (5/year)		

RESEARCH INTO HIGHER EDUCATION

The composition of the advisory groups, by categories (1972-81)

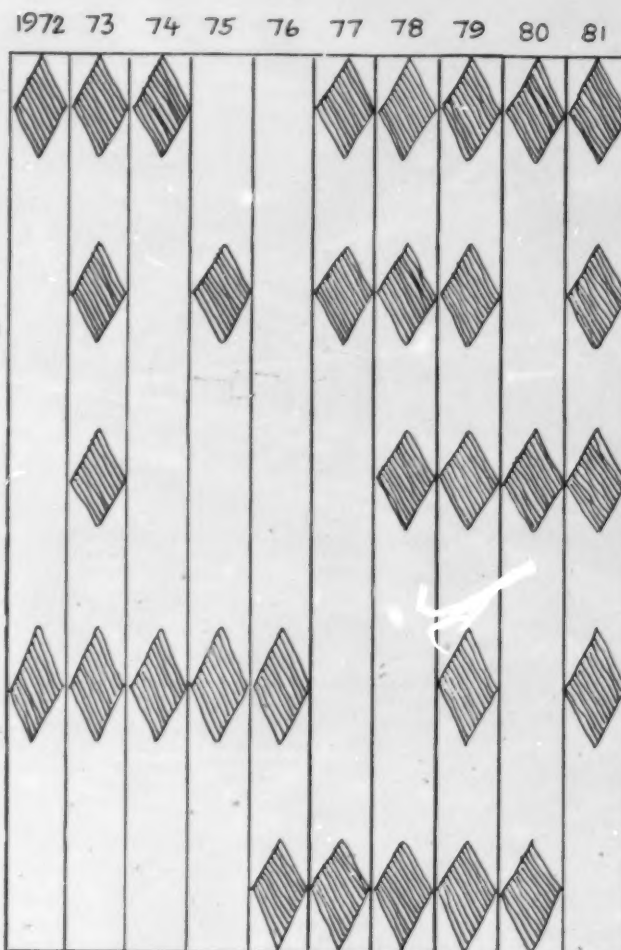
	72	73	74	75	76	77	78	79	80	81
<u>Practitioners/planners</u>										
Office of the Chancellor of the Swedish Universities/ National Board of Universities and Colleges	2	2	2	3	3	4	4	3	3	3
Universities, colleges	-	-	-	3	3	3	3	3	3	3
	2	2	2	6	6	7	7	6	6	6
<u>Researchers (professors)</u>										
Philosophy, history etc					1	1	1	2	2	2
Economics etc			1	1	1	1	1	1		
Education/Psychology	2	2	2	2	1	1	1	1	1	1
Sociology	1	1			1	1	1		1	1
Political Science		1	1	1	1	1	1	1	1	1
	3	4	4	4	5	5	5	5	5	5

RESEARCH INTO HIGHER EDUCATION

Problem area meetings: concern

Area

- 1 The role of higher education in society
(Sociology, economics, econ history
psychology, education)
- 2 Higher education as an organization
(Political science, sociology, economics,
geography, theory of science, history of ideas)
- 3 The conditions and potentialities of research
(Psychology, sociology, history, education
history of ideas, theory of science)
- 4 The conditions and potentialities of education
(Education, psychology, sociology,
philosophy)
- 5 R&D organization and planning
(Sociology, political science)



RESEARCH INTO HIGHER EDUCATION

Problem area meetings: topics

1. The organization and working forms of teaching. Gothenburg, September 1972.
2. Evaluation: functional and achievement auditing. Umeå, October 1972.
3. Higher education and the labour market - structure and relations. Lidingö, November 1972.
4. The activity forms for research training. Akers Runö, May 1973.
5. Evaluation of a reform of higher education. Lidingö, June 1973.
6. Information systems, data bases, follow-up studies. Lidingö, October 1973.
7. Methodological problems in university studies in groups. Sänga-Säby, October 1974.
8. Methodological problems in studies of the relation between higher education and the labour market. Akers Runö, November 1974.
9. Strategies for research and development in higher education. Gothenburg, September 1975.
10. Research into university and college organization. Sigtuna, May 1976.
11. Concept formation and learning in some university subjects. Kungälv, June 1976.
12. The specification of problems and the initiation of research for the field of education. Södertälje, October 1976.
13. Research into the organization of higher education. Lidingö, Mars 1977.
14. The role of higher education in society. Ekerö, November 1977.
15. Research into higher education: Processes and structures. Dalarö, June 1978.
16. Studies of research and planning systems, and studies of concept formation and the development of values. Ekerö, October 1978.
17. Working life perspectives for research into education. Sundbyholm, November 1978.
18. Effects of education. Lerum, August 1979.
19. Studies of knowledge traditions in programmes of higher education. Gothenburg, November 1979.
20. Conceptions of knowledge and choices of content in some programmes of higher education. Lerum, November 1979.
21. Studies of long-term planning and of sectoral research. Agesta, January 1980.
22. The role of research in society and its conditions in higher education. Lidingö, April 1980.
23. Empirical qualification research. Agesta, September 1980.
24. Research into higher education (economic history, philosophy, history, sociology). Lidingö, February 1981.
25. Attitudes and values among post-secondary teachers. Stockholm, April 1981.

RESEARCH INTO HIGHER EDUCATION

Problem area meetings: participants

	1972-76	1977-81	Total
<u>Practitioners/planners</u>			
Office of the Chancellor of the Swedish Universities/ National Board of Universities and Colleges	84	82	166
Other central authorities	61	22	83
Universities, colleges	86	58	144
	231	162	393
<u>Researchers</u>			
Philosophy, history etc	7	29	36
Economics etc	26	16	42
Education	82	48	130
Psychology/Sociology	42	38	80
Political Science	10	25	35
	167	156	323
<u>From abroad</u>			
Practitioners/planners	31	5	36
Researchers	18	19	37
	49	24	73
	447	342	789

(37/meeting)

(26/meeting)

RESEARCH INTO HIGHER EDUCATION

Knowledge and problem surveys

(Distributed by the R & D unit; No.s 5, 7, 12 and 15 are in English, the others in Swedish)

<u>Year</u>	<u>No.</u>	<u>Title</u>	<u>Problem Area</u>
1973	1	The activity forms for research training, <u>UKA Report 1973:1</u> (160 p)	3
	2	Evaluation of a reform of higher education, <u>UKA Report 1973:2</u> (277 p)	2, 4
1975	3	Methodological problems in studies of the relation between higher education and the labour market, <u>UKA Report 1975:1</u> (83 p)	1
	4	Methodological problems in university studies in groups, <u>UKA Report 1975:16</u> (195 p)	4
1976	5	Strategies for research and development in higher education, Educational Research Symposium, Swets & Zeitlinger, Amsterdam, 1976 (279 p)	2, 4, 5
	6	The specification of problems and the initiation of research for the field of education, UHA et al., Oct. 1976 (91 p)	5
1977	7	The creation and support of a research community on higher education, Martin Trow, R & D for Higher Education 1977:3 (16 p)	3, 5
	8	Concept formation and learning in some university subjects, <u>UHA Report 1977:3</u> (156 p)	4
	9	The research nexus. The link between research and undergraduate teaching, Bengt Abrahamsson, <u>UHA Report 1977:10</u> (81 p)	3, 4
	10	Research into the organization of higher education, <u>UHA Report 1977:20</u> (174 p)	2, 5
	11	The role of higher education in society, report from a project seminar, Nov. 1977, stencil (30 p)	1

<u>Year</u>	<u>No.</u>	<u>Title</u>	<u>Problem Area</u>
1978	12	Learning and Earning. Three essays in the economics of education. (M J Bowman, A Sohlman, B-C Ysander.) National Board of Universities and Colleges, 1978 (272 p)	1
	13	Studies of research and planning systems, and studies of concept formation and the development of values, report from a project seminar, Oct. 1978, stencil (21 p)	1, 3, 5
1979	14	Division of labour, class stratification and knowledge development, Edmund Dahlström, <u>UHA Report 1979:2</u> (38 p)	1, 2
	15	Research into Higher Education: Processes and Structures, National Board of Universities and Colleges, 1979 (358 p)	1, 2, 5
1980	16	Knowledge traditions in programmes of higher education, <u>UHA Report 1980:4</u> (67 p)	2, 3, 5
	17	Working life perspectives for research into education, Leif Grahm (ed), <u>UHA Report 1980:9</u> (341 p)	1, 2
	18	Conceptions of knowledge and choices of content in some programmes of higher education, <u>UHA Report 1980:10</u> (159 p)	4
	19	Studies of long-term planning and of sectoral research, <u>UHA Report 1980:14</u> (125 p)	1, 3, 5
1981	20	Empirical qualification research, <u>UHA Report 1981:7</u> (114 p)	1